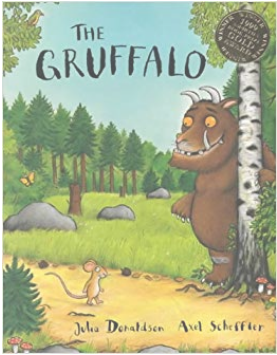


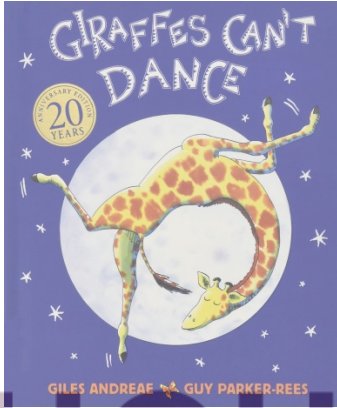


Badgers Week 2 Timetable



[Welcome to Badgers](#)

Please don't forget your LIVE Creative Movements lessons with Harriet, 9.00-9.30am on Tuesday and 2.00-2.30pm on Friday. Your password will be emailed separately via ParentMail to allow you to access this.

<u>Monday</u> Literacy	<u>Tuesday</u> Maths	<u>Wednesday</u> Fine and Gross Motor Skills	<u>Thursday</u> Understanding the World
<p><u>Morning</u></p> <p>The Gruffalo</p>  <p>Tilly Reading The Gruffalo</p> <p>Describing the Gruffalo</p> <p>Using the model provided, see if the children can look at a picture of the Gruffalo and describe his appearance (see below).</p> <p>If the children are familiar with the book, see if they can repeat key</p>	<p><u>Morning</u></p> <p>2D Shape Hunt</p>  <p>Using masking tape, the children can make a basic table on the floor with 4 sections, labelled with shapes: circles, squares, rectangles and triangles.</p> <p>The children can look around and find household items such as clocks, jars, boxes etc that match the 2D shape descriptions.</p> <p>The children can answer a</p>	<p><u>Morning</u></p> <p>Stick man</p>  <p>Tilly Reading The Stickman</p> <p>The children can go around their garden/ local park and find sticks. The children can then use those sticks to</p>	<p><u>Morning</u></p> <p>Giraffes can't dance</p>  <p>Tilly Reading Giraffes Can't Dance</p> <p>Observational giraffe drawing</p> <p>The children can use a toy giraffe or a giraffe picture to attempt to draw what they can see. They need to capture a few key features of the giraffe. We</p>

<p>phrases such as ‘purple prickles’, ‘orange eyes’ etc. Can they begin to describe the texture that the Gruffalo is? Is his fur rough? Are his teeth sharp?</p> <p>Can the children recognise or repeat the ‘G’ sound? After practicing this sound, they can do a tracing activity. Using cornflour and water to create slime in a tray or plate, the children can then trace the letter ‘G’ in the slime!</p> <p>How to make slime</p> <p>Extension: The children can trace other letters in the slime; perhaps ‘M’ for mouse, ‘S’ for snake etc. Can they draw a face in the slime? How does the slime feel?</p>	<p>series of questions to ensure they have the right shape properties, for example:</p> <p>‘How many sides does this item have?’ ‘How many corners does this item have?’ ‘Is it a circle/square/rectangle/triangle?’</p> <p>Extension: Beginning to look at 3D shapes. If your child is comfortable with 2D shapes, you could begin to discuss how many ‘faces’ a shape has, or how if it is not flat it becomes a 3D shape.</p>	<p>have a go at making their own stick men!</p> <p>Can the children find a way to bind the sticks together? Offer them a range of materials, such as rubber bands, glue, cellotape etc. to encourage creating and thinking critically and see which they choose to use.</p> <p>The children can try all of the materials and see which one binds the sticks together better.</p> <p>This activity will again develop fine motor skills, especially stretching out the rubber bands between their hands.</p> <p>The children could then decorate their Stick man with googly eyes, even some string for hair etc.</p> <p>At the end of the</p>	<p>encourage asking questions such as ‘how many legs does a giraffe have? Does it have a long or short neck? Does it have a tail?’</p> <p>Repeating these questions throughout can help the children add the key features of the observational drawing.</p> <p>Extension: The children can answer certain questions such as ‘what do giraffes eat? Do they live in hot or cold places?’ They can do this by researching giraffes on the internet with the help of an adult.</p>
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		activity, ask the children which of the materials worked the best?	
<p><u>Reading Challenge</u></p> <p>Gruffalo finger puppets</p> <p>You can print out finger puppets, or you could use lollipop sticks and collage resources to make puppets with the children if you don't have a printer.</p> <p>Once you have the finger puppets, the children can act out the story and use each character to repeat phrases.</p> <p>Extension: Can the children do a different voice for each character? A high voice for the mouse, a whispering voice for the snake, a hooting voice for the owl, a low growly voice for the Gruffalo!</p>	<p><u>Maths Challenge</u></p> <p>Socks!</p> <p>The children can find socks in their house and put them in a basket or box. The children then can estimate how many socks it will take to make up their body length. They then test their estimation and see how close or far off they are.</p> <p>Have a go again this time with an adult or sibling and use language related to 'less' and 'more'.</p> <p>The main focus here is to see if they can estimate and see if they have less or more than what they guessed.</p> <p>Extension activity</p>	<p><u>Reading Challenge</u></p> <p>Stick man</p> <p>At the end of each set of pages, you can ask the children sets of questions to gauge their understanding of the story.</p> <p>Pages 1-4:</p> <ul style="list-style-type: none"> • Where does stick man live? • Who does he live with? • Why does he wake up early one morning? • Why does he feel angry? <p>Pages 5-6:</p> <ul style="list-style-type: none"> • What happens after stick man drifts down the river? • Who comes along and finds 	<p><u>Reading Challenge</u></p> <p>Giraffes can't dance</p> <p>The children will read the story, if you don't have a hard copy, please click here.</p> <p>On the first page of the story, there is a description of the giraffe:</p> <p>'Gerald was a tall giraffe whose neck was long and slim. But his knees were awfully crooked and his legs were rather slim'.</p> <p>Can the children think of any other ways to describe the giraffe? What colours does he have on his body? How many legs does he have? Can they think of any other ideas to describe the giraffe?</p>

		<p>stick man? Pages 13-16:</p> <ul style="list-style-type: none"> • Tell me two ways that the children use stick man <p>Pages 27-30:</p> <ul style="list-style-type: none"> • How does stick man's family feel about him? • Are they looking forward to Christmas day? 	
<p><u>Afternoon</u></p> <p>Gruffalo nature walk</p> <p>Time for a nature walk; to a local park or even the back garden. The children can describe the trees and leaves around them and imagine being the mouse walking through the 'deep dark wood'. How did the mouse feel? How did the Gruffalo feel?</p> <p>You could bring the finger puppets made previously on this walk, and bring the story to life with the children.</p> <p>Extension: Mindfulness activity</p>	<p><u>Afternoon</u></p> <p>Measuring our height!</p>  <p>The children can draw around their family members or you could draw around them using chalk either on a large</p>	<p><u>Afternoon</u></p> <p>Making a home for Stick man</p>  <p>The children can make a home for stick men that they made this morning. You could use a number of resources to create a</p>	<p><u>Afternoon</u></p> <p>Dance Routine</p> <p>In the story of Giraffes can't dance, Gerald performs a wonderful dance for all of his animal friends to watch!</p> <p>Can the children invent their own dance routine? Can they remember specific steps? Can they recreate the same routine?</p> <p>If the children are struggling to think of ideas, ask the children what they could do with their arms?</p>

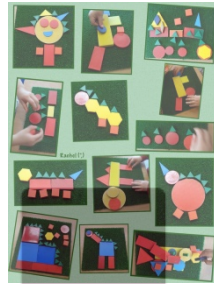
<p>Mindfulness is about focusing on the present! Can you ask the children what they are feeling- are they feeling hot/cold? Are they happy? Are they enjoying the walk? What do they notice about the trees/ sky? What can they hear? Focusing on the moment you are in can be such a nice activity (for adults as well as children).</p>	<p>piece of paper or on some concrete/decking (anything that can be wiped)</p> <p>Once the template is drawn on the ground or paper, the children can then use different items for measurement. For example, they could use shoes and line them up along the edge of the outline. Then, the children can say that their cousin is 'ten shoes' long.</p> <p>Extension: Once they have mastered this with different household items, they could use rulers/ a tape measure alongside the shoes to begin to discuss centimetres/ metres. Don't be too specific about the terminology as this may be a new concept for them.</p>	<p>nice cosy environment for the stick man family, but it would be nice to paint the inside of the box white, and sprinkle flour inside to act as the snow.</p> <p>Weather permitting; the children could also forage for leaves and grass to create a cosy 'bed' for the stick man and his family!</p> <p>Extension: Can the children research on a computer where some of their favourite animals live- this could begin a discussion about habitats. We could also discuss where we live, what we need in our homes etc.</p>	<p>'Can you shake your arms?' 'Can you twist your body?' 'Can you do both of those things at once?' 'Can you do it three times and then choose another dance move to do?'</p> <p>If you wanted, you could create a disco atmosphere for the children, by closing the curtains, turning off the lights and bringing a torch or disco light into the room.</p> <p>You could even create a stage for them to dance on, using blankets and invite siblings to come and watch!</p>
<p><u>Afternoon - Lets be Creative</u></p> <p>Gruffalo Crumble</p> <p>The children can make Gruffalo</p>	<p><u>Afternoon - Lets be Creative</u></p> <p>Making Dinosaurs from shapes</p>	<p><u>Afternoon - Lets be Creative</u></p> <p>Stick Printing</p>	<p><u>Afternoon - Lets be Creative</u></p> <p>Bubble Painting</p>

crumble!

[Gruffalo Crumble Recipe](#)

This is a quick recipe and the children will be able to help with the measurements. They should also be doing the majority of the mixing (however do take care with the hot butter mixture).

The decoration can be anything you can find at home, but if there is a choice, you could use the descriptions of the Gruffalo that the children looked at earlier to inspire the decoration. For example, purple smarties for prickles, orange smarties for the eyes etc.



Using coloured or patterned paper, create some varying sizes of 2D shapes for the children to use for this activity.

The children can use this image for inspiration, for example using triangles for the spikes on the back of a Stegosaurus, a circle for the body.

Once they have created their dinosaur (which doesn't have to be a real dinosaur, imagination is welcome here), they will list which shapes they have used and how many. For example, 'I used four triangles, one circle and three rectangles for this dinosaur'.

Using sticks foraged in the garden or local parks, the children can dip sticks into paint and print the different textures onto paper/ card.

The children can discuss the textures they see- does the print look like the original stick? Can they forage other items such as feathers to see if they can make different prints and textures.

The children could begin to mix primary colours (red, blue and yellow) together to make secondary colours (purple, green and orange) and discuss the process. You could ask key questions such as 'What would happen if I added more yellow to the mixture?', 'How would we make this colour darker/ lighter



[Bubble painting instructions](#)

After creating their drawing of a giraffe, they could add texture to their work by doing a bubble painting technique on top! They could use a template of a giraffe if the drawing is too precious.

Extension: When the bubble painting is dry, the children could then attempt to cut out the shape of the giraffe. Check that they are holding the scissors correctly; thumb on top, cutting away from the body.

	<p>Extension: The children can create an imaginary name for their dinosaur - for example the Circleosaurus! What noise does their dinosaur make? Can they add eyes, feet etc. using coloured pencils.</p>	<p>by using black and white paint?' Extension: The children could create or repeat patterns using different colours or textures- for example, 'feather, stick, feather, stick', or 'blue stick, red stick, red stick, blue stick, red stick etc.'</p>	
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